

AEBCG

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Data and Accountability Systems 2017-18



Legislative Requirements (AB104; 2015)

Identify common measures for determining effectiveness of member consortia in meeting educational needs of adults

Align data used for reporting with data reported by local agencies for purposes such as WIOA (Perkins, Strong Workforce)

Establish common assessments and policies regarding placement into adult education program, measuring needs of adults, and effectiveness of providers

Report twice yearly to the legislature: Preliminary Reportth October 30
Final Reportst March after end of the previous program year (7/1

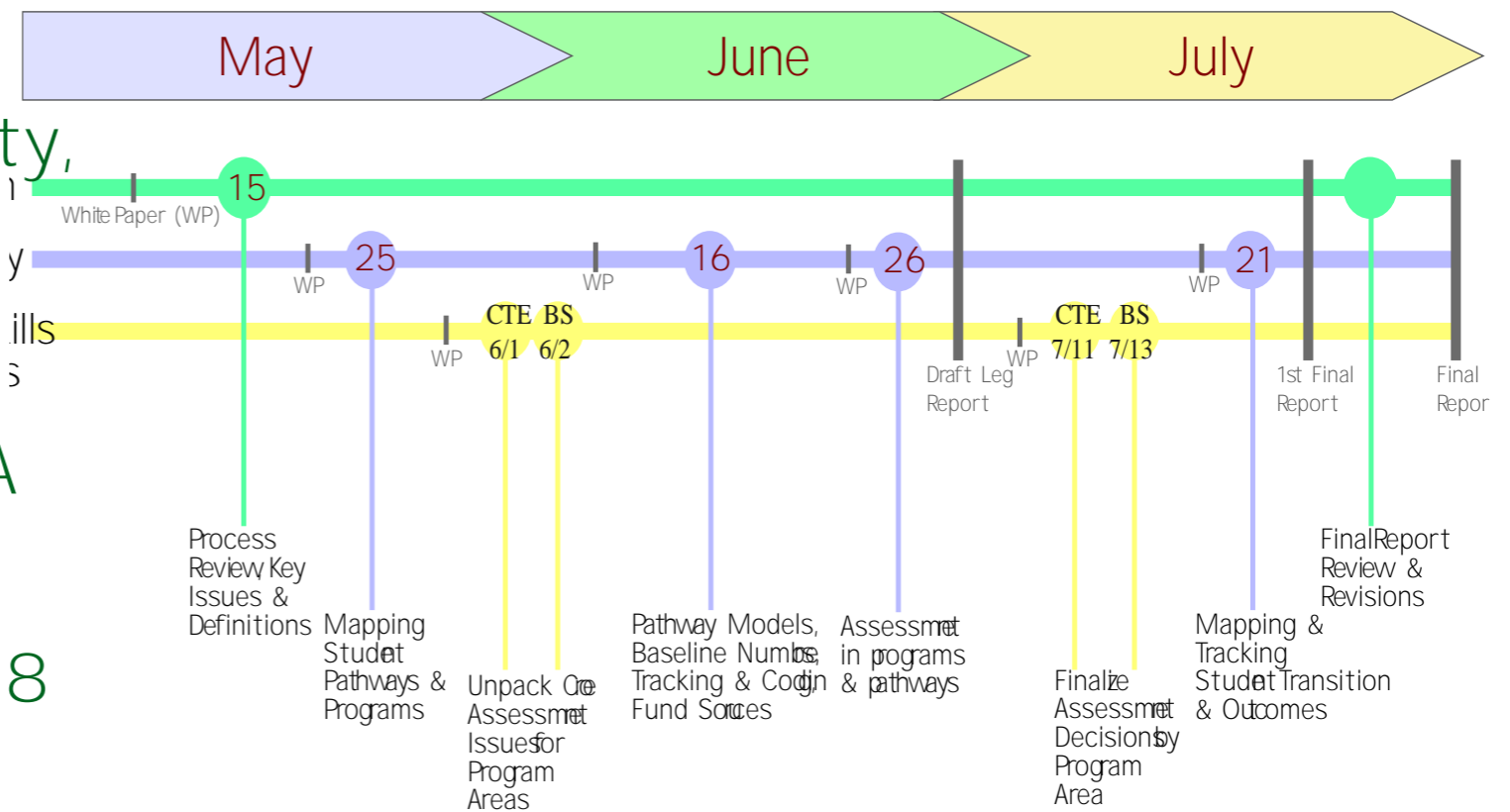
AB104 Required Data Elements

- (1) Adults served by the consortium.
- (2) Adults served by the consortium have demonstrated the following:
 - (A) Improved literacy skills
 - (B) Completion of high school diplomas or recognized equivalents
 - (C) Completion of postsecondary certificates, degrees, or transcripts
 - (D) Placement into jobs
 - (E) Improved Wages
 - (F) Transition into Postsecondary

Adult Education Data and Accountability System Planning Process

AEBG Field Team Process

- “ 3 Teams: Data & Accountability, CTE, Basic Skills
- “ 35 Field Participants
- “ K12, community college, WIOA system, labor, CDE, CCCCO
- “ 40 hours in 8 meetings over 8 weeks
- “ White papers, notes, agendas published on AEBG site



References and Resources

**AB86/AB104
Legislation**

**2012 LAO
Report**

**Workforce
Innovation &
Opportunity Act**

**Office of Career,
Technical, &
Adult Education**

**National
Reporting
System**

**Title IV Federal
Student Aid**

**Council on
Occupational
Education**

**Center for Law
& Social Policy**

AEBG Data and Accountability Field Team Site

[http://aebg.cccco.edu/About/Adult-Ed-Block-Grant-Framework/AEBG-Field-](http://aebg.cccco.edu/About/Adult-Ed-Block-Grant-Framework/AEBG-Field-Teams)

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SEARCH WEBSITE



AEBG Field Teams

In order to clarify key data elements required for AEBG accountability reporting, and to ensure that metrics help to illuminate student progress in adult education programs, a series of practitioner committees will be convened between May-July 2017.

Data and Accountability Committee

This committee--made up of representatives from K-12 adult schools, community college credit programs, community college noncredit programs, CDE, and the Chancellor's Office--will meet four times to make recommendations regarding data definitions, tracking, and reporting. Before each meeting, WestEd will prepare a white paper that outlines possible approaches, the pros and cons of each option, and how each option relates to both legislative priorities and student pathways. The recommendations of the committee will be recorded in a summary paper and in comprehensive documentation for AEBG grantees on data and accountability requirements.

- [Read White Paper 1: AEBG Data Fundamentals and Student Journeys](#)
- [5.25.17 Data and Accountability Committee Meeting Agenda](#)

Data and Accountability Committee Members

Madelyn Arballo (CCD)

*Dean, School of Continuing Education
Mt. San Antonio College*

Kathleen Porter (K12)

*Executive Director, Career Technical, Adult, and
Alternative Education
Poway Unified School District*

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AE Program Definitions

1. Adult Basic and Secondary Education
2. ESL and EL Civics Education
3. Adults Entering or-Re Entering the Workforce
4. Adults Helping Children Succeed in School
5. Adults with Disabilities
6. Short Term CTE Leading to Employment
7. Preapprenticeship

AUGUST
2017



Measuring Our Success

DATA AND ACCOUNTABILITY SYSTEMS AND
COMMON ASSESSMENT IN THE CALIFORNIA
ADULT EDUCATION BLOCK GRANT PROGRAM

California Department of Education
Tom Torlakson, State Superintendent of Public Instruction
California Community Colleges Chancellor's Office
Eloy Ortiz Oakley, Chancellor

Data Elements

1. AEBG Reportable Programs
2. AE Reportable Individual & Participant
3. Measurable Skills Gains for ABE, ASE, ESL
4. Program Transition
5. Progress to Diploma
6. Postsecondary Credential Completion
7. Occupational Skills Gain
8. Workforce Prep Milestone
9. Postsecondary Transition
10. Employment & Wages

Adult Education Reporting Population

Population: All adult education students enrolled in any of the AB104 program areas served by:

- “ K12 adult education school
- “ Community college non-credit program
- “ Third party provider supported by a consortium for the purposes of providing training or supportive services

This includes all students regardless of funding source including AEBG, CDCP, Perkins, WIOA, fee based,

Reporting Systems

- “ 2017/2018: TOPSPRO Enterprise for quarterly reports
- “ 2018/2019:
 - K12 Adult Schools TOPSPRO Enterprise (quarterly)
 - Community Colleges Collected through MIS (regular submission)
 - WIOA Title II TOPSPRO Enterprise (quarterly)
- “ **Launchboard** will provide data matching of K12 AE college MIS, EDD wage file, HSE, & DAS data

Data System Components

Quarterly & MIS Data Submission

TOPSPro
Enterprise

CO MIS
System

Data Matching

K12 AE
Students

College
MIS Data

EDD Wage
File

HSEquiv
Test Data

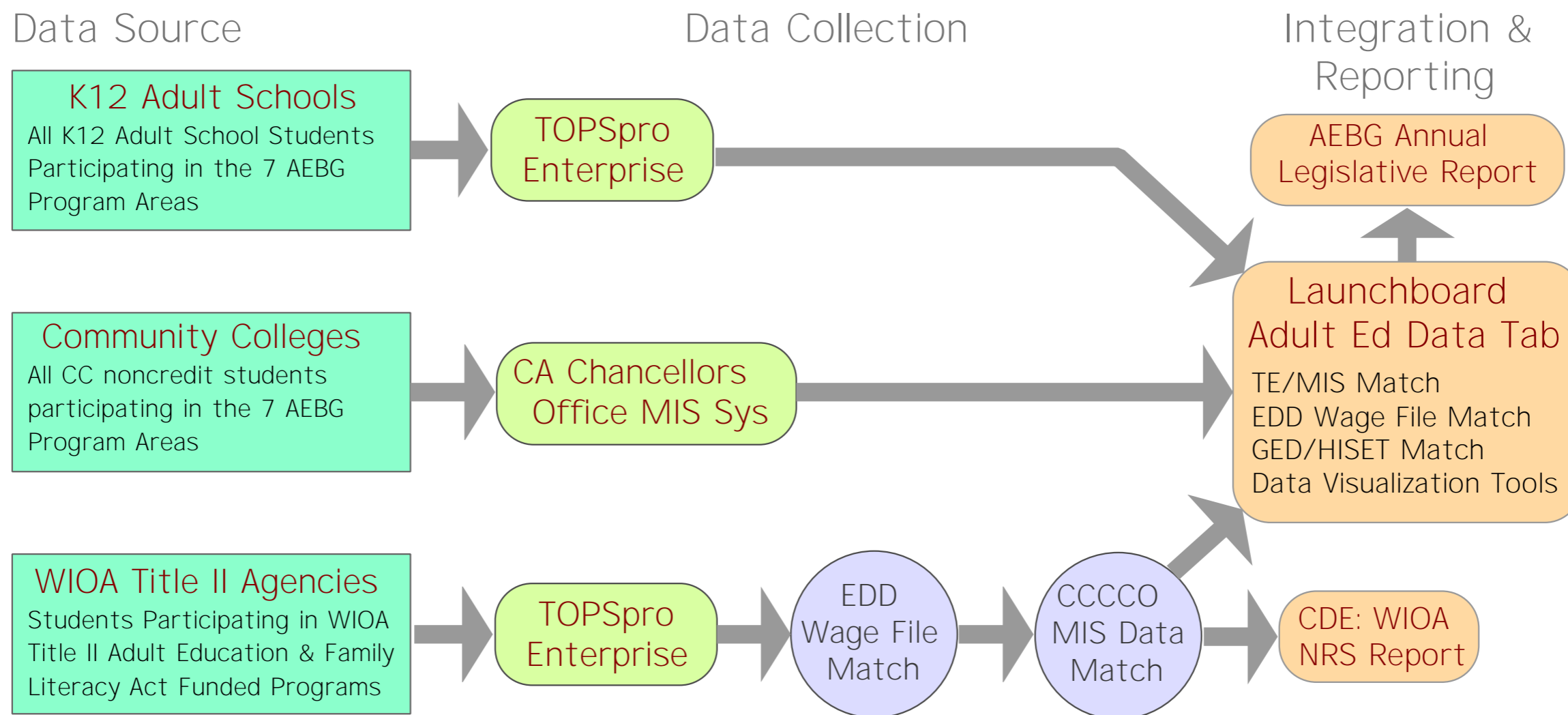
DAS

Data Visualization

LaunchBoard
AdultEduc
Data Tab

Data System Flow (2018/2019)

California AEBG Data and Reporting System



LaunchBoard Adult Ed Tab

- “ Comprehensive consortium & member data
- “ Disaggregated program, demographics, barriers and other criteria
- “ Current build includes 57 student, course taking & outcome metrics
- “ Conducting test matching of TE, MIS and other data sources
Fall 2017
- “ Available to consortia Spring 2018
- “ Regional training on tools and how to use the data

Other Activities in 2017/18

Supplemental Data Reports: includes additional analysis not included in primary data collection & reporting

Additional MIS Elements: Add MIS data elements to align MIS with AEBG reporting (pop flags, preapprenticeship, awards)

CCC Apply: Convene process to make CCC Apply more useful for enrollment and data capture for noncredit and AE students

NRS/CB21 Crosswalk: Alignment of AE and CC basic skills frameworks for multiple measures & MSG reporting



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AEBG MIS Reporting New Elements & Reporting

Proposed Updates to MIS Data Submission

- “ Updated Data Element Definitions are being drafted
- “ Changes would take effect beginning with reporting for Summer 2018 term
- “ Changes will allow AEBG data to be reported through for Community College students beginning with-the 2019 year



Proposed Updates to MIS Data Submission

Amend Student Basic (SB) Element
SB23 STUDENT APPRENTICESHIP STATUS

New Student Assessment (SA) Element
Educational functioning level



Proposed Updates to MIS Data Submission

Amend Special Populations (SG) Element
SG10 STUDENTCAA-STATUS

New Special Populations (SG) Elements

Economically disadvantaged student

Ex-offender student

Homeless student

Long term unemployed student

Student with cultural barriers to employment

Seasonal farm worker student

Student literacy status

Work-based learning student

Proposed Updates to MIS Data Submission

Amend SB23 STUDENT-APPRENTICESHIP STATUS

This element identifies students who are registered apprentices or in a pre-apprenticeship programs.

Coding

- 0 NOT registered with the Department of Industrial Relations (DIR)
- 1 Registered with the DIR in an approved apprenticeship program
- 2 *Participating in a pre-apprenticeship program approved by the Division Apprenticeship Standards through an MOU*
- X Apprenticeship status unknown/uncollected
- Y College does not offer an apprenticeship program

Proposed Updates to MIS Data Submission

New SA07 STUDENT EDUCATIONAL FUNCTIONING LEVEL

This element indicates the educational functioning level of the student the use of a federally approved assessment.

- 1B Beginning ABE Literacy
- 2B Beginning Basic Education
- 3B Low Intermediate Basic Education
- 4B High Intermediate Basic Education
- 5S Low Adult Secondary Education
- 6S High Adult Secondary Education
- 1E Beginning ESL Literacy
- 2E Low Beginning ESL
- 3E High Beginning ESL
- 4E Low Intermediate ESL
- 5E High Intermediate ESL
- 6E Advanced ESL
- N Not a federally approved assessment instrument

Proposed Updates to MIS Data Submission

Amend SG10 STUDENT_CAA-STATUS

This element indicates whether the student is a participant in a Career Advancement Academy (CAA).

Coding

0 Not a CAA student

1 CAA student

2 *Student in another Integrated Education and Training (IET) program meets federal standards*

Y College does not have a CAA or IET program

Proposed Updates to MIS Data Submission

New SG14 STUDENT ECONOMICALLY DISADVANTAGED STATUS

This element indicates the status of economic disadvantage of the student

- 1 Student is identified as a recipient of CalWORKs/TANF/AFDC
- 2 Student is identified as a recipient of Supplemental Security Income program (SSI)
- 3 Student is identified as a recipient of a general assistance program (GA)
- 4 Student is identified as a recipient of a supplemental nutrition assistance program under the Food and Nutrition Act
- 5 Student is identified as being in a family with total family income that does not exceed the high poverty line or 70% of the lower living standard income level
- 6 Student is identified as being an individual with a disability whose own income is above the poverty line but who is a member of a family whose income does not meet this requirement
- 7 Student is identified as being a homeless individual or a homeless child or youth or runaway youth
- 8 Student identified as "Other" economically disadvantaged
- N None of the above

Proposed Updates to MIS Data Submission

New SG15 STUDENT-EX-OFFENDER-STATUS

This element indicates whether the student had been subject to any criminal justice process, at the point of enrolling in community college.

- A Student has been identified as-offender at the point of entry
- N Student has not been identified as-offender at the point of entry

Proposed Updates to MIS Data Submission

New SG17 STUDENTLONGTERMUNEMPLOYSTATUS

This element indicates whether the student had been unemployed for 27 consecutive weeks or longer at the point they enrolled in community college.

- A Student has been identified as unemployed for 27 consecutive weeks or longer at the point of entry
- N Student has not been identified as an unemployed for 27 consecutive weeks or longer at the point of entry

Proposed Updates to MIS Data Submission

New SG18 STUDENT CULTURAL BARRIER STATUS

This element indicates whether the student is identified as possessing attitudes, beliefs, customs, or practices that influence a way of thinking or working that may serve as a hindrance to employment at the point of enrolling in community college.

- A Student has been identified as having cultural barriers to employment at the point of entry
- N Student has not been identified as having cultural barriers to employment at the point of entry

Proposed Updates to MIS Data Submission

New SG19 STUDENT SEASONAL FARM-WORK-STATUS

This element indicates whether the student was a seasonal farm worker at the point of enrolling in community college.

- A Student has been identified as a seasonal farm worker at the point of entry
- N Student has not been identified as a seasonal farm worker at the point of entry

Proposed Updates to MIS Data Submission

New SG20 STUDENT LITERACY STATUS

This element indicates whether the student had a low level of literacy at point of enrolling in community college.

- A Student has been identified as having a low level of literacy at the point of entry
- N Student has not been identified as having a low level of literacy at the point of entry

Proposed Updates to MIS Data Submission

New SG21 STUDENTWORK-BASEDLEARNINGSTATUS

This element indicates whether a student participated in specific -types based learning during the reporting term.

- A Work-based learning preparing students for employment in a specific range of occupations, such as internships, work experience, and capstone projects
- B Work-based learning allowing students to apply learning through practical exper and interaction with professionals from industry and the community outside of such as job shadows, service learning, class projects or challenges, and mentors
- C Work-based learning allowing students to build awareness of the variety of care available, begin identifying areas of interest, and explore career options, such as speakers, company tours, field trips, career fairs, and mock interviews.
- N Student did not participate in-based learning



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AEBG MIS Reporting Reporting Issues

Reporting Issue 1: Positive Attendance Hours

For noncredit sections that are positive attendance (including open entry open exit):

- “ Ensure that contact hours are reported
- “ SX05 is populated for all students where there are enrollments in the sections
- “ All sections have an instructional method assigned (XB01)
- “ Recommend colleges review local MIS processes for noncredit sections at your college

History & Issues Positive Attendance Reporting

- “ 15% of noncredit sections from 2011/12 to 2015 are missing instructional methods
- “ Impacts tracking of enrollment, student progress FTES in the launchboard (and to legislature)
- “ Legislature specifically wants to see contact hour reporting to better understand intensity of services students are receiving

Participation in ABE, ASE, and ESL

- “ Student participation in ABE, ASE, or ESL will be derived from CB22
- “ CB21 will only be used to distinguish ABE from ASE
- “ Levels will be based on a crosswalk of CB21 to the National Reporting System Educational Functioning Levels
- “ Recommend colleges review coding of all ABE, ASE, and ESL courses to ensure accurate counts



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AEBG Programs

Adult Education Programs

Adult Basic Education

Foundational academic skills, such as reading, writing, and basic mathematics, as well as learning skills and study skills. Includes courses below Low Adult Secondary Education/9th grade level

Adult Secondary Education

Foundational academic skills and learning/study skills. Includes courses at Low Adult Secondary Education/9th grade level & above, and/or leading to a diploma, GED, or high school equivalency certificate

English as 2nd Language

Instruction in the English Language to adult non-native English speakers with varied academic, vocational, citizenship, and personal goals

Short Term CTE

Education and training that prepares adult learners to enter the workforce or improve their occupation or earnings in a a year or less

Programs that Use Population Flags

- “ **Adults w Disabilities** – Will be captured as either a population or a program. Use program flag (TE) or CB22 flag only if it is a specialized program for only adults with disabilities
- “ **Entering or re-entering workforce** – Populations with systemic barriers to economic success who enroll in CTE programs. Use population/barriers to employment categories

Preapprenticeship (DOL Quality Elements)

- “ Approved training and curriculum based on industry standards and approved by a documented registered apprenticeship partner
- “ Recruitment, educational, and pre-vocational strategies that prepare under-represented, disadvantaged, or low-income individuals to meet the entry requirements of one or more registered apprenticeship programs
- “ Access to appropriate support services
- “ Meaningful hands-on training that does not displace existing paid employees
- “ Formal direct entry or articulation agreements with its registered apprenticeship partners



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Reporting Elements (May not review)

Population Definitions

- “ **Number of adults served by the consortium** – Aligned to WIOA reportable individual definition. 1 or more contact hour of instruction or participation in self directed or information only activities
- “ **Adults who attain milestones or outcomes** – Aligned to WIOA definition of a participant under AEFLA WIOA Title II. 12 or more contact hours of instruction in ABE, ASE, ESL or CTE.

AEBG will analyze outcomes for reportable individuals using the supplemental data report but not include that data in the primary report to the legislature for 17/18

Adults With Improved Literacy & Basic Skills

WIOA Title II programs – attainment of an EFL using pre and post testing with an NRS approved testing instrument

Non WIOA Title II programs – NRS-approved instruments or attainment of a functional level tied to completion of a course or a Career Development and College Preparation (CDCP) certificate using a crosswalk of the National Reporting System EFLs and the community college CB21 course rubric for levels below transfer

Diplomas and Equivalents

Diploma or equivalency completion –

- “ **K12 programs:** Will use data flags in TE for participants who complete their high school diploma or earn their high school equivalency
- “ **College noncredit programs:** Starting in 2018-19, will use data flags in MIS for participants who complete their high school diploma or earn their high school equivalency
- “ **AEBG office:** Will use a data match of the AEBG participant population with the data sets from the GED, HiSet, and TASC testing services to augment local reporting

Progress towards Diploma (New) – Participants who progress from Low ASE to High ASE or who complete 1 or more course that counts for a HS diploma in a reporting period (quarter)

Transition

Transition to postsecondary –

- “ A K12 adult education ABE, ASE or ESL participant who enrolls in a K12 adult education CTE course
- “ A K12 adult education ABE, ASE or ESL participant who enrolls in a noncredit community college CTE course
- “ A K12 adult education ABE, ASE or ESL participant who enrolls in a community college credit course that is not developmental (including both CTE and non-CTE courses)
- “ A community college noncredit ABE, ASE or ESL participant who enrolls in a college credit course that is not developmental (including both CTE and non-CTE courses)

Transition to ASE – Students who transition from any ABE program into any ASE program

Other CTE-Related Skills Gains

Occupational Skills Gain – Participants who achieve milestones in CTE programs, but who do not complete their credential or certificate because they obtain employment or realize a shorter-term goal related to occupational advancement. In 2017/18 AEBG will capture using appropriate box 9 TE milestone flags or noncredit CTE satisfactory course completion. AEBG is exploring other mechanisms to capture this in 2017/18.

Workforce Preparation Milestone – Participants who complete workforce preparation courses or certificates. This is an exploratory metric that AEBG will pull using TE program and milestone flags and completion of noncredit certificates using workforce preparation MIS flags.

Postsecondary Credential Completion

For K12 community college CTE programs - Completion of a credential that leads to employment in a clearly-defined occupation including, but not necessarily limited to:

- “ Locally approved certificates eligible for inclusion on the Eligible Training Provider List (ETPL)
- “ CDCP CTE certificates with more than 48 instructional contact hours
- “ Certificates that meet the minimum threshold for inclusion under Perkins
- “ Certificates that meet the threshold for Title IV federal student aid
- “ Workforce preparation (work readiness) or occupational safety certificates (e.g. OSHA or Safeserve) **ARE NOT** counted for completion under this metric

Completion of any degree or for credit certificate over 6 units

Employment

AEBG will capture employment and wage outcomes after exit for adult education students including:

- “ Percentage of exiters who were employed two quarters after exit
- “ Percentage of exiters who were employed four quarters after exit
- “ Median earnings two quarters after exit
- “ Percentage change in earnings after exit
- “ Percentage of exiters who attained the regional living wage